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# **Otago Polytechnic**

**Investment Plan 2011 – 2013**

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## Section One: Plan Context

### 1. Strategic Directions and Priorities 2011-2013

#### Our Vision:

Through our innovation in education and the outstanding experiences our learners enjoy, we will be recognised as New Zealand's leading polytechnic.

#### Our Mission:

We inspire learning as we develop capable practitioners for Otago and New Zealand.

- Our graduates are work ready and prepared for participation in a global workforce
- People from all backgrounds and prior education achievements have opportunities to develop further at Otago Polytechnic
- We specialise in experiential learning at all levels from foundation skills to advanced professional practice, offering innovative programmes of quality and relevance
- Our communities influence what we do and how we do it, benefiting from our joint endeavours
- We are socially responsible, committed to deploying our resources in the interests of our immediate communities and a sustainable future.

#### 1.1 Alignment to Tertiary Education Strategy (TES)

Otago Polytechnic is well aligned with the Tertiary Education Strategy, Priorities and Investment Guidance (*refer Appendix One*).

- Successful course completion rates are in the upper quartile for the sector
- Qualification completion rates are second highest in the sector and the highest for degree level programmes
- Student progression to higher level study, for courses designed for progression, exceed the sector median
- Students retained in study exceed the sector median
- The proportion of students in higher qualifications (Level 4 and above) is high at 79% of EFTS
- The proportion of students studying at degree level is growing, with 57% of qualification completions in degrees and post graduate qualifications
- Foundation learners have clear pathways and a high level of literacy and numeracy is embedded
- Applied research is well embedded, with PBRF results second highest in the sector (PBRF earnings)
- The Polytechnic is in a sound and strengthening financial position, in spite of severe funding cuts
- The Polytechnic enjoys "quality assured status" and is well advanced in the implementation of the new self assessment processes
- Staff and students are well connected with industry, and programmes are highly responsive to industry and employer needs
- Participation by both Maori (7%) and Pacific Island (3%) match the respective proportions in the Otago population

- Learners under 25 are well served, comprising 60% of all EFTS, with 51% of all EFTS being enrolments at Level 4 or higher for students under the age of 25.

There are several areas where further improvement is needed to do full justice to the TES, e.g. performance of Māori and Pacific Island students. These are incorporated in the “Priorities” which are set out in *Section Two* of this Plan.

Thus, in spite of inadequate funding levels, exacerbated by successive funding cuts, we continue to make a significant impact, consistent with the Tertiary Education Strategy, to provide high quality, relevant tertiary education and training and applied research, which meets regional and national needs and priorities. Our three year outlook, planned provision and key performance measures seek to strengthen what is already a close alignment with the TES.

Otago Polytechnic provides a wide range of programmes of learning nationally and internationally, and is a cornerstone of the economic, social and cultural development of the Otago region. As a regional polytechnic we deliver programmes through our campuses and learning centres in Dunedin, Central Otago and Queenstown.

Meeting our regional obligations has been compromised by the withdrawal of \$1.1m of regional infrastructure funding. The Alexandra Community Learning Centre has already been closed. A priority in the course of this Plan is to reconfigure the Central Otago Campus to achieve significantly lower property and administration costs.

The unique educational experience in Dunedin, New Zealand’s foremost education city, attracts learners nationally and internationally. We share facilities and a broader learning environment with the University of Otago – Te Whare Wānanga o Otāgo, and work closely with other providers within the region and nationally.

It is significant that 20% of our students are attracted to study in Dunedin from the North Island. Unfortunately, this fact is not recognised in the allocation of growth EFTS, which have been prioritised to meet demand in the North Island. There is no doubt that Otago Polytechnic is relieving excess demand in the North Island.

Similarly, Otago Polytechnic has a range of programmes which meet national labour market needs, primarily in health but also in veterinary nursing. Midwifery and Occupational Therapy are both clear examples where Otago Polytechnic is training for the national market, yet this is only partially recognised in the allocation of funding. We believe that these are matters which TEC needs to address fully when allocating funding across the country.

The economic and social profiles of Dunedin, Queenstown-Lakes District and Central Otago and rural Otago are markedly different. Our strategy recognises the diversity and complexity of training and education needs across the regions. Provision of programmes and services to the regions is dependent on how regional economic, social and demographic changes continue to impact on programme viability. However, our flexible delivery options and innovative business partner solutions offer workable alternatives.

We prepare learners for successful and fulfilling careers in a wide range of trades, industries and professions. Our curricula are designed to staircase learners through progressive levels of learning. Foundation programmes underpin all qualification areas and include a high level of numeracy and literacy. Bridging programmes are available to facilitate access to specific qualifications. Our provision is positioned at the advanced practice end of the education continuum offering advanced learning opportunities through post graduate study or graduate certificates and diplomas.

## 1.2 Our Distinctive Contribution

Otago Polytechnic assesses its Strategic Directions annually. Our review is wide ranging and includes input from our managers, staff, students, stakeholders and Council, which formally approves the revised strategy. Looking forward to 2013, our medium term strategic goals are:

- To lead our sector in the achievement of educational excellence
- To be financially sustainable
- To achieve the highest level of confidence from our communities, anticipating and exceeding their expectations, including our commitments to Kai Tahu
- To lead our sector as a socially and environmentally responsible and sustainable organisation.

These four strategic goals and the strategic priorities which support them are the basis of this Investment Plan. The essence of our strategy, and the basis of our distinctive character, is:

- **Education for Capability**  
All programmes are designed to develop learner capability, which means that all of our graduates will have:
  - specialised knowledge and technical skills as well as
  - the personal attributes which enable them to perform in their chosen occupation
- **Blended Learning**  
All of our programmes will be delivered flexibly, with an appropriate mix of face to face learning, online learning, mobile learning and video/PC conferencing, in order to:
  - reach more learners in our region
  - meet diverse learner needs
  - ensure economical delivery of our programmes
  - aid better learner management of learning
- **Experiential Learning**  
All of our programmes are based on an experiential learning pedagogy involving work experience, clinical placement or cooperative education as appropriate, to ensure that our graduates:
  - are appropriately educated and trained to their level of qualification
  - are more work ready, consistent with the level of qualification, and
  - have greater confidence to engage in real world employment
- **Education for Sustainability**  
All programmes are being designed to integrate the development of skill and knowledge needed for sustainable practice:
  - all graduates are equipped to operate as sustainable practitioners
  - applied qualifications meet specific needs for skills in sustainable practice
  - fee for service training and consultancy support business uptake of sustainable operations

- Innovation

We seek to challenge conventional approaches to teaching and learning, and to foster in our learners creativity and innovation. Our educational innovations include:

- Assessment of Prior Learning
- work-based learning
- Open Education Resources

We also support innovation in our local economy through technology and knowledge transfer:

- the Otago Institute of Design<sup>1</sup>, including the Product Development Centre<sup>2</sup>
- the Centre for Sustainable Practice<sup>3</sup>

The highly personalised programme delivery, services and support that we offer learners sets us apart from other tertiary providers. Our personalised approach is central to the quality and learner outcomes of our programmes and courses, whether they are being delivered in traditional modes or more flexibly by distance or online.

### 1.3 Communities and Stakeholder Needs

We have close and productive working relationships with local, regional and national stakeholders, including with city, district and regional councils, community boards and stakeholders. These relationships are a key element of our ability to respond in a timely way to identified stakeholder needs. Our connection with industry and stakeholders is effective and produces results. We ensure that our programmes meet the vocational needs of students and the skill needs of industry and employers by:

- Permanent External Advisory Committees (PEAC) which advise on the running and relevance of all programme areas. These Committees involve leading employers, trade/professional bodies and regulatory bodies, as appropriate; and meet at least twice a year. Identification of training priorities and gaps is an explicit part of the brief for each PEAC.
- experiential learning curricula, which ensures our learners are engaged in real world learning; as are the staff who support them. Every programme is focused on developing learners to be work ready.
- technology and knowledge transfer, in collaboration with Innovation New Zealand
- business engagement and partnering on specific projects e.g. through the Otago Institute of Design
- Centre for Sustainable Practice – connecting with a wide range of businesses and industry throughout the region
- involving industry personnel in assessment of learner achievement
- requiring evidence of external consultation for programme development
- appropriate information and market analysis to inform decision-making.

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<sup>1</sup> - is one of New Zealand's leading design-dedicated organisations. It brings together research, industry and education with innovation. Comprised of a range of projects, facilities and expertise, the Otago Institute of Design engages in all aspects of design-led initiatives for businesses and the public sector.

<sup>2</sup> - is a research and development centre of international quality. This is an initiative created to encourage innovation, enterprise and entrepreneurship, growing out of collaboration with other departments engaged in education, research and industry in the region. The PDC is a catalyst for conceptual design and the whole pre-production process, including practical pre-production prototyping, rapid tooling and short run sampling.

<sup>3</sup> - Otago Polytechnic's Centre for Sustainable Practice responds to the growing need for sustainable practice implementation. The Centre aims to build into a nationwide HUB for business, industry groups and government agencies.

We are committed to developing collaborative relationships which optimise our effectiveness in meeting the needs of our stakeholders. To this end, we have been successful in forming a wide range of relationships which have yielded significant benefits including enhanced access to study options for our learners, programme development economies, programme delivery efficiencies and involvement and engagement of business and communities with the Polytechnic. We actively engage with our various communities in ways which are mutually beneficial, build capacity and enhance the quality and relevance of our programmes and research activity.

### **Secondary School Engagement**

Otago Polytechnic is committed to the ongoing development of strong secondary school engagement, and sees its natural geographic catchment area for secondary schools as Timaru south. It should be noted however, schools north of Timaru, including the North Island, also actively engage with Otago Polytechnic. These schools tend to focus on the Polytechnic's nationally recognised programmes in the following programme areas:

- Sport
- Nursing, Midwifery, Occupational Therapy
- Design including Art, Fashion, Communications

Two measures are undertaken to evaluate the outcomes of the Polytechnic's engagement with secondary schools:

- **Satisfaction survey, every three years.** Schools are surveyed on the services and support offered by Otago Polytechnic. The next survey will be undertaken in November 2010.
- **Secondary school student engagement outcomes.** Each year an analysis is completed of the number of school leavers who enrol in Otago Polytechnic.

Communication with schools is initiated by way of:

- Personal visits by liaison staff; a minimum two visits per year
- Hard copy newsletters giving an overview of new programmes and ongoing developments within Otago Polytechnic; a minimum of two per year
- Schools within the natural catchment area receive invitations to the end of the year student work showcase events
- Schools receive invites to the Otago Polytechnic Secondary School Professional Development programmes; a minimum of one event per year
- A hard copy of a STAR programme catalogue of options for students; annually
- A hard copy of the current prospectus to all schools within New Zealand. Quantities depend on the location of the secondary school.
- Attendance at NZ Secondary School Principals Association meetings.

### **Tertiary advice**

A minimum of twice-yearly visits are made to schools in our catchment area. The first visit provides a tertiary overview to all Year Twelve and Year Thirteen students within each school; and the second visit offers individual programme advice for those students who are considering Otago Polytechnic as a place to study.

For those schools within the actual Otago catchment area, it is the norm to receive visits from the Polytechnic between three and four times per year. This level of attention has evolved in response to schools' requests for focused career seminars for Year Ten and Year Eleven. They also value the Otago Polytechnic approach to career education and the link to tertiary study. Attendance is also undertaken at the many career evenings hosted by schools to inform parents of secondary school students.

### **Secondary School Teacher Professional Development**

Otago Polytechnic offers secondary school teacher development programmes to subject teachers and career advisors, to inform of trends and changes in relevant curriculum and employment. This involves polytechnic staff and where possible industry professionals.

### **Secondary Tertiary Alliance Resource (STAR)**

Otago Polytechnic offers STAR programmes to secondary schools, and while these are limited due to the financial viability of STAR programmes, programmes in Trades, Hospitality and Information Technology are provided. This creates a direct learning interaction between the secondary school and the polytechnic.

### **Youth Guarantee Scheme (YGS)**

The Youth Guarantee Scheme has required additional engagement with secondary schools in Otago, and in particular at school principal level.

This engagement has meant that schools were actively identifying students, past and present, for their suitability for enrolment into the YGS, and advising the Polytechnic.

The outcome of such an engagement is one of trust between providers, and enhanced relationships. It has also resulted in extending relationships to other service providers who work with youth.

### **Additional Initiatives**

In addition to the above, the Polytechnic runs 'Coke Expo' career days for secondary schools, and attends Career Expos run by other TEIs throughout NZ.

Our internationalisation strategies are geared towards providing opportunities for our graduates to be effective in a global economy, and towards bringing economic benefits to the Polytechnic. Our preferred approach to internationalisation is the development of long term inter-institutional collaborations, building on our internationalised curricula.

## **1.4 Capability Development**

Otago Polytechnic has maintained as a priority the development of staff, in spite of the significant challenges arising from the reductions in government funding.

We have a robust organisation capability development plan which operates at all levels. The plan focuses on improving management and leadership capability at both senior and supervisory levels. Heads of School and Programme Managers have a dedicated coaching resource to assist them in building their capability, and the capability of their teams.

The Polytechnic has an educational development team, the Educational Development Centre (EDC), that works at the programme and course level to assist with the building of curricula that meets both the TES and Polytechnic strategies. The EDC also provides teacher training for our academic staff, all of whom are required to hold a tertiary teaching qualification.



We also have a research office to assist staff engaged in research. Support is provided to develop research applications, manage research activities that produce quality research outcomes, and to assist staff with the dissemination of research findings through publication. Otago Polytechnic produces two research journals, *'Junctures,'* and *'Scope'*. These are widely circulated internationally and are fully peer reviewed.

## **1.5 Capital Investment**

Significant progress has been made in the last three years to address a range of property issues, including substandard buildings and high lease costs. Our Strategic Asset Management Plan takes a long term planning approach to ensuring that we progressively achieve fit for purpose facilities for all programmes. Improvements to our infrastructure unfortunately must proceed piecemeal, a consequence of a lack of cash reserves.

Whilst this is being addressed, the absence of even modest levels of owner (i.e. government) investment in infrastructure, compromises development. We look forward to government supporting our plans for reconfiguring our Central Otago Campus by expediting asset sales and reinvestments.

- **IT Infrastructure**

We will continue to develop our IT infrastructure to deliver our programmes and support services to students and stakeholders and to meet the challenges of providing blended delivery programmes.

- **Learning Commons**

We will progressively develop a Learning Commons and will redevelop our campus from its current reliance on bricks and mortar to infrastructure which better supports a blended learning environment.

- **Building Efficiency**

Over the next 10 years we will exit the lease for L Block land which is a major financial risk in the medium term.

- **Redevelopment of Creative Precinct**

The Creative Precinct will comprise the Architecture, Building and Engineering (ABE), Design and Art Schools and will require about \$25M for redevelopment. Stage One will be completed between 2010- 2011 and will provide facilities for the new Bachelor of Engineering Technology.

It is anticipated a further 3 – 4 stages will be required to re-site all three Schools and complete the Precinct by 2020.

- **Rationalise the Central Otago Campus**

Under the transferral of Crown assets proposals our expectation is to sell the current Central Otago Campus and reinvest into property which is better suited to delivery in the region.

- **Capital Asset Management**

Otago Polytechnic will undertake improvements to the Capital Asset Management planning across the institution. We will work with and support the Tertiary Education Commission on the development of sector-wide Capital Asset Management framework. Otago Polytechnic will adopt the framework, when finalised, with appropriate amendments to reflect the strategic priorities of the institution.

## **1.6 Our Relationship with Kai Tahu and Māori Communities**

Of paramount importance is our partnership with Kai Tahu. An agreement to maximise the cooperation and develop educational opportunities between Otago Polytechnic and local Iwi/Māori is encapsulated in a formal MOU signed in 2004.

Otago Polytechnic is a full participating partner in Te Tapuae o Rehua Ltd at Board of Directors and Board of Studies levels. This partnership with Ngāi Tahu and several other major South Island tertiary providers facilitates high quality education opportunities to encourage scholarship, personal development and leadership.

## **1.7 Research Activity**

Otago Polytechnic is ranked amongst the top three New Zealand polytechnics in the Performance Based Research Fund Quality Evaluation – second for PBRF revenue, third for PBRF quality score. We have a significant programme of planned research activity in all existing and new degree and post graduate degree programmes.<sup>4</sup> Researchers are supported by our Research Office, and we have employment contracts tailored for high performing researchers.

We have established a strong reputation for our applied research capability. Our emphasis on applied learning connects the research capabilities of our staff and students with the research and development needs of industry and business. Through a well developed research infrastructure, we have significant potential for further contribution to regional, social and economic development.

Unfortunately we have not been able to maintain the investment in research which has underpinned our research success to date, and alternative lower cost strategies have been implemented. It will be a significant challenge for us to maintain our PBRF ranking, but we are confident that we will maintain the depth and breadth of research necessary to support our degree accreditations.

## **1.8 Processes to ensure quality teaching and learning**

The Polytechnic has a comprehensive set of strategies to ensure teaching is of the highest quality and students learn effectively and successfully.

- A governance and management framework has been adopted by Council to ensure a strong focus on educational outcomes is maintained at the highest level
- All Schools, programmes and Service Areas are required to have a self review process which is reviewed annually by the Leadership Team, as part of a robust continuous improvement process. These reviews are supported by:
  - Annual student satisfaction surveys
  - Student feedback on courses and teaching, and customer feedback on services
  - Graduate feedback on qualifications
  - Employer feedback on the work readiness of graduates
- Excellence awards are in place to recognise staff achievement across a range of institutional priorities, including teaching, service research and innovation

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<sup>4</sup> The 2007 PBRF report confirms 173 eligible research staff for whom 67 portfolios were submitted. We were ranked 16<sup>th</sup> overall with a quality ranking score of 0.54, placing us third in the polytechnic sector behind UNITEC and MIT.

- A recognition scheme is under development to reward high performance by Schools, programmes and Service Areas
- All academic staff are required to hold a tertiary teaching qualification
- Staff performance is reviewed annually, and all permanent staff are required to have a current professional development plan
- Comprehensive learner support services are in place for learners “at risk”.

## **1.9 Programme Portfolio Relevance**

### **Relevance:**

As part of our annual Programme Performance Reviews, Otago Polytechnic programmes are evaluated for their portfolio relevance including financial viability, strategic value and educational performance outcomes. This process focuses on the “health” of individual programmes and the educational outcomes for our learners and stakeholders.

A further consideration is required of the overall portfolio of programmes in a given curriculum area which includes analysis of whether we have the right mix of programmes at the right level, whether there are gaps, and whether any part of the programme can be taught in combination with another programme. Our PEACs ensure that stakeholder advice and interaction is integral to our review and revision of the relevance and mix of provision.

### **Delivery 2011-2013**

The Polytechnic has been progressively shifting the mix of provision to respond to the Tertiary Education Strategy. This has resulted in more provision at Level 4 and above, and more provision in degrees, with a consequential growth in numbers. Unfortunately, our “success” is not being funded, which means that the growth in multi-year programmes (diplomas and degrees) will need to be compensated by restrictions on entry to other programmes. A strategy is being implemented to ration available spaces at the Polytechnic at least for 2011.

## Section Two: Three Year Outlook

### 2.1 Strategic Priorities and Outcomes over the next three years

Our priorities have been set following a comprehensive consultation, analysis and review of our performance in the context of the government's Tertiary Education Strategy. We believe the following priorities will best deliver the change required to achieve our goals and further enhance alignment with the TES and Investment Plan Guidance.

#### 2.1.1 Priorities

Our priorities over the next three years will be:

##### 1. To lead our sector in the achievement of educational excellence

Priorities	Expected Results/Outcomes
Ensure: <ul style="list-style-type: none"> <li>All programmes perform educationally in the upper quartile of the sector</li> </ul>	<ul style="list-style-type: none"> <li>High or improving participation, retention, completion, success, progression and satisfaction completion rates. Degree programmes have credible research activity and outputs</li> </ul>
<ul style="list-style-type: none"> <li>Our graduates achieve employment using the capabilities they have developed</li> </ul>	<ul style="list-style-type: none"> <li>High graduate employment rates</li> </ul>
<ul style="list-style-type: none"> <li>The experiences our learners enjoy is truly outstanding, in all modes of delivery</li> </ul>	<ul style="list-style-type: none"> <li>Favourable employer feedback</li> </ul>
<ul style="list-style-type: none"> <li>Learning at Otago Polytechnic is experiential and genuinely builds learner capability</li> </ul>	<ul style="list-style-type: none"> <li>All programmes and services provide an outstanding learner experience</li> </ul>
<ul style="list-style-type: none"> <li>Innovative programmes and educational processes are developed and maintained</li> </ul>	<ul style="list-style-type: none"> <li>All programmes have a strong experiential underpinning, and teaching and learning strategies to develop capability</li> </ul>
<ul style="list-style-type: none"> <li>Our learning environment is conducive to Māori participation and success</li> </ul>	<ul style="list-style-type: none"> <li>Programmes and processes constantly improve</li> </ul>
<ul style="list-style-type: none"> <li>Improved access to learning opportunities, unbound by time and place</li> </ul>	<ul style="list-style-type: none"> <li>Increased participation and higher success rates for Māori</li> </ul>
<ul style="list-style-type: none"> <li>Capable, qualified and experienced staff are recruited, retained and developed</li> </ul>	<ul style="list-style-type: none"> <li>More courses and programmes have blended learning elements</li> <li>More open education resources are used</li> </ul>
Ensure: <ul style="list-style-type: none"> <li>Education for sustainability is embedded in our programmes</li> <li>Applied programmes in sustainable practice are developed</li> </ul>	<ul style="list-style-type: none"> <li>Staff deliver excellence in all of our endeavours</li> </ul>
	<ul style="list-style-type: none"> <li>Students are actively engaged in learning activities towards sustainable practice, both within their curriculum and as extra-curricula activities</li> <li>The Living Campus is developed as a learning resource</li> <li>Certificate in Sustainable Practice and Graduate Diploma in Sustainable Business/Management are successfully implemented</li> </ul>

## 2. To be financially sustainable

Priorities	Expected Results/Outcomes
Ensure:	
<ul style="list-style-type: none"> <li>Volume and mix of provision per Investment Plan and budget is achieved</li> </ul>	<ul style="list-style-type: none"> <li>Meet or exceed budgeted EFTS</li> </ul>
<ul style="list-style-type: none"> <li>Budgeted surplus is achieved</li> </ul>	<ul style="list-style-type: none"> <li>“Low risk” status under TEC risk analysis is achieved for 2011 and maintain this status</li> </ul>
<ul style="list-style-type: none"> <li>Reduced dependence on TEC EFTS funding</li> </ul>	<ul style="list-style-type: none"> <li>International student numbers grow</li> <li>Grants revenues, commercial revenue and fee for service revenues all grow</li> </ul>
<ul style="list-style-type: none"> <li>A more business-like culture is developed</li> </ul>	<ul style="list-style-type: none"> <li>New business model is embedded</li> <li>Schools and Service Areas manage their operations sustainably</li> </ul>
<ul style="list-style-type: none"> <li>Collaborative relationships benefit us financially as well as strategically and educationally</li> </ul>	<ul style="list-style-type: none"> <li>New collaborative initiatives reduce costs/grow revenue</li> </ul>
<ul style="list-style-type: none"> <li>Best practice management and leadership processes are embedded consistently in all that we do</li> </ul>	<ul style="list-style-type: none"> <li>Organisational excellence framework is embedded</li> </ul>
<ul style="list-style-type: none"> <li>A continuous improvement culture is developed</li> </ul>	<ul style="list-style-type: none"> <li>Processes are embedded centrally and in all Schools and Service Areas</li> </ul>
<ul style="list-style-type: none"> <li>Long term planning for strategic assets: IT, land and buildings, plant and equipment</li> </ul>	<ul style="list-style-type: none"> <li>Strategy plans revised annually; incorporating current trends and anticipated future requirements</li> </ul>
<ul style="list-style-type: none"> <li>To reduce supply chain costs through sustainability efficiencies</li> </ul>	<ul style="list-style-type: none"> <li>Procurement processes are reviewed and long term supply partnerships are established</li> </ul>
<ul style="list-style-type: none"> <li>To contribute as much as possible to the local economy by using local products and services</li> </ul>	<ul style="list-style-type: none"> <li>Procurement processes are reviewed and long term supply partnerships are established</li> </ul>

## 3. To achieve the highest level of confidence from our communities, anticipating and exceeding their expectations, including our commitments to Kai Tahu

Priorities	Expected Results/Outcomes
Ensure:	
<ul style="list-style-type: none"> <li>Confidence in Otago Polytechnic by officials and politicians</li> </ul>	<ul style="list-style-type: none"> <li>Educational and financial performance is high</li> </ul>
<ul style="list-style-type: none"> <li>Processes for engaging with employers, students and staff are strengthened</li> </ul>	<ul style="list-style-type: none"> <li>Community engagement strategy is implemented</li> <li>Student and Staff sub (advisory) committees are effective</li> </ul>
<ul style="list-style-type: none"> <li>Robust quality processes are adapted throughout the Polytechnic</li> </ul>	<ul style="list-style-type: none"> <li>“Highly Confident” quality rating is achieved in 2011</li> </ul>
<ul style="list-style-type: none"> <li>The work environment is further improved and staff wellbeing initiatives enhanced</li> </ul>	<ul style="list-style-type: none"> <li>WES issues are resolved, rankings are further improved</li> </ul>

Priorities	Expected Results/Outcomes
<ul style="list-style-type: none"> <li>Effective consultation processes are maintained</li> </ul>	<ul style="list-style-type: none"> <li>Arai Te Uru Runaka are satisfied overall with consultation and decision making processes</li> </ul>
<ul style="list-style-type: none"> <li>Māori educational needs are met</li> </ul>	<ul style="list-style-type: none"> <li>Māori participation, retention and success rates improve</li> </ul>

#### 4. To lead our sector as a socially responsible and sustainable organisation

Priorities	Expected Results/Outcomes
<ul style="list-style-type: none"> <li>Best practice for sustainability in all of our operations</li> </ul>	<ul style="list-style-type: none"> <li>Best practice is evident in our operations with improvements in key sustainability metrics: social, environmental</li> <li>Accreditation and monitoring processes are reviewed to establish a high level of sustainable practice compliance</li> </ul>
<ul style="list-style-type: none"> <li>Our actions and deployment of resources wherever possible benefit our communities</li> </ul>	<ul style="list-style-type: none"> <li>Community projects undertaken annually</li> </ul>
<ul style="list-style-type: none"> <li>Staff are encouraged to make healthy life style choices that consider the environment</li> </ul>	<ul style="list-style-type: none"> <li>Staff development opportunities are provided including access to wellbeing initiatives</li> </ul>
<ul style="list-style-type: none"> <li>A culture and work environment that is based on sustainable practice is developed</li> </ul>	<ul style="list-style-type: none"> <li>Attitudes to sustainable practice are positive and sustainable operational practices are embedded</li> </ul>
<ul style="list-style-type: none"> <li>A research focus which supports sustainable practice is developed</li> </ul>	<ul style="list-style-type: none"> <li>Research outputs relating to sustainable practice</li> </ul>
<ul style="list-style-type: none"> <li>Overall energy and water use is minimised and CO<sup>2</sup> emissions reduced</li> </ul>	<ul style="list-style-type: none"> <li>Operational changes are implemented to minimise Otago Polytechnic footprint</li> </ul>
<ul style="list-style-type: none"> <li>Overharvesting of resources is avoided and the overall impact of Otago Polytechnic activities on bio-diversity is reduced</li> </ul>	<ul style="list-style-type: none"> <li>Changes in practice that reduce Otago Polytechnic impact on bio-diversity</li> </ul>

## Section Three: Statement of Service Performance

### 3.1 Key Performance Measures 2011

#### (A) Educational Participation and Achievement

	Overall	Māori	Pacific	Under 25	Comment
1. Achieve participation rates					
Levels 1-3	25%	2%	0.5%	9%	
Level 4 and above	75%	6%	2%	54%	Increase proportion under 25 2012/13
2. Achieve course retention rates (I)	85%	85%	85%	85%	<i>Internal measure only</i>
3. Achieve successful course completion rates					
Levels 1-3	65%	52%	52%	65%	Three year overall objective: 75%, and increase all groups
Levels 4 and above	78%	70%	57%	78%	Three year overall objectives: 80%, and increase all groups
4. Achieve qualification completion rates					
Levels 1-3	35%	30%	30%	35%	Three year overall objective: 45%, and increase all groups
Levels 4 and above	73%	55%	55%	68%	Three year overall objective: 75%, and increase all groups
5. Achieve student retention rate					
Levels 1-3	30%	N/A	N/A	N/A	Three year overall objective: 35%
Levels 4 and above	72%	N/A	N/A	N/A	Three year overall objective: 75%
6. Achieve student progression rate					
Levels 1-3	28%	N/A	N/A	N/A	Three year overall objectives: 30%
Level 4	35%	N/A	N/A	N/A	Three year overall objectives: 40% ( <i>Internal measure only</i> )
7. Increase Level 1-3 courses with embedded literacy and numeracy	63%	N/A	N/A	N/A	Three year overall objectives: 100%
8. Improve literacy and numeracy skills	60% <sup>(1)</sup>	N/A	N/A	N/A	
Levels 1-3					

NB: All educational performance rates are for SAC funded EFTS. International student performance will be reported separately

(1) Proportion of EFTS assessed and improving, as per Learning and Numeracy Assessment tool.

(B) Student Satisfaction

Achieve student satisfaction rates – all learners:	Overall	90%
	With services	90%
	With teaching	90%
	With programmes	90%
	With learning environment	90%

(C) Graduate Satisfaction

Implement new graduate satisfaction survey, with a focus on work readiness.

(D) Employer Satisfaction

Implement new employer satisfaction survey, with a focus on work readiness of graduates

(E) Quality

Schools, programmes and Service Areas are reviewed annually as part of our self assessment process.

*Target:* 100% (I)

- Customer/student feedback is obtained annually on all programmes and services; feedback is responded to.

*Target:* 100% of programmes and services (I)

- Academic staff hold approved tertiary teaching qualifications

*Target:* 90% of permanent staff hold or are actively engaged in achieving qualifications  
100% of all permanent staff with less than 5 years service hold or are actively engaged in achieving qualifications (I)

- Academic staff obtain feedback annually on teaching

*Target:* 100% of staff (I)

- Service staff obtain feedback two yearly on service provision

*Target:* 100% of permanent staff (I)

- Staff have annual performance review

*Target:* 100% of permanent staff

- Staff have current development plans addressing the Polytechnic's capability priorities

*Target:* 100% of permanent staff (I)

(F) Research

- Quality assured research outputs (PBRF) increase annually

- External research funding increases annually

- Degree teaching schools have current research plan

*Target:* 100% (I)

(G) Internationalisation

- Maintain current number of collaborations: accurate records

*Target:* current number (I)

- Maintain current number of staff and student exchanges: accurate records,

*Target:* current number (I)



(H) Financial Sustainability

- Monthly reporting of all financial metrics which contribute to the TEC risk analysis

*Target:* Budgeted surplus is achieved  
All budget areas meet or exceed budget (I)  
Low risk status is achieved for 2011

- Revenue per FTE staff member

*Target:* per budget (I)

(I) Community Confidence

- Annual feedback from Kai Tahu – combined Runaka

*Target:* Arai Te Uru Runaka are satisfied overall with consultation and decision making processes, and progress towards implementing our Māori Strategic Framework

- Report on number of community projects is undertaken

*Target:* maintain at prior year level (I)

- Report on number of collaborations with industry and other providers is undertaken

*Target:* maintain at previous year level (I)

- PEAC feedback is obtained annually in training and education needs and priorities, and programme relevance

*Target:* All programme areas. Minutes to be provided. (I)

- Employer feedback is obtained annually on perception of Otago Polytechnic and satisfaction with graduates.

*Target:* Graduate destination survey responses at/02 better than previous year level (I)

- Staff satisfaction is measured annually through the Work Environment Survey (I)

*Target:* Staff are proud to work at Otago Polytechnic: 95%  
Staff are satisfied with the overall work environment: 85%  
Organisation overall supports staff wellbeing: 85%  
Staff are supported in their professional development: 85%  
Otago Polytechnic is a safe and healthy place to work: 85%  
Competitive employment terms and conditions are maintained: 80%  
Recognition and reward systems encourage and support high performance: 80%

(J) Sustainability

- Programme documents address education for sustainability requirements

*Target:* Applies to all programmes >10 EFTS enrolments and over 40 credits (0.333 EFTS) (I)

- Business plans address sustainability objectives

*Target:* 100% (I)

- Operational metrics to be established in 2010 including energy, waste, water, environmental footprint. (I)

N.B. Work is underway on these metrics, which will be brought to Council in November (I)

Note: Measures noted with (I) are for internal reporting.

## 3.2. Investment Plan Funding 2011 – 2013

### Otago Polytechnic Draft 2011 -2012 Funding

Tertiary Education Organisation Component		2010	2011	2012	
Performance Based Research Fund		\$844,153	\$844,153	\$844,153	To be confirmed for 2011
Public Provider Base Grant incl 110 EFTS of 2010 130 EFTS		\$6,662,032	\$0	\$0	Incl Yth Guarantee TEOC
ITP Business Links		\$355,613	\$0	\$0	
Equity Loading Funding		\$129,270	\$129,270	\$129,270	
Regional Network Supplementary grant		\$1,107,000	\$0	\$0	
Study Grants (Refugee Study Grants and Academic Migrant Grants)		\$ 46,222	\$ -	\$ -	
Literacy & Numeracy Capability Development		\$ 181,286			
Encouraging Innovation		\$ 509,051	\$ -	\$ -	
<b>TOTAL TEOC</b>		<b>\$9,834,627</b>	<b>\$973,423</b>	<b>\$973,423</b>	
		31%	3%	3%	
Student Achievement Component		2010	2011	2012	
Short Awards		\$ -	\$ -	\$ -	
EFTS PLANNED Incl "one Offs		3,336		50	EFTS increase from Midwifery pipeline degree growth but not reflected in financials for 2012
EFTS Base		3,206	3,208	3,208	
Youth Guarantee		55	60	60	But funded 53 under mix of provision
SAC		\$21,583,443	\$28,388,822	\$28,388,822	
SAC Youth Guarantee		\$373,663	\$480,614	\$480,614	
Youth Guarantee Payment		\$247,500	\$270,000	\$270,000	
<b>TOTAL SAC</b>		<b>\$22,204,606</b>	<b>\$29,139,436</b>	<b>\$29,139,436</b>	
		69%	97%	97%	
<b>TOTAL SAC AND TEOC</b>		<b>\$32,039,233</b>	<b>\$30,112,859</b>	<b>\$30,112,859</b>	
Plan Related Funds		2010	2011	2012	
Adult & Community Education		\$360,321	\$88,888	\$88,888	25 'trade off' EFTS to category A funding leaving 20
Special Education SSG		\$ -	\$ -	\$ -	
<b>Total</b>		<b>\$360,321</b>	<b>\$88,888</b>	<b>\$88,888</b>	
Funds Outside The Plan		2010	2011	2012	
Modern Apprenticeship		\$ 479,220	\$ 479,220	\$ 479,220	Per 2010 Intensive Literacy and Numeracy estimate to be confirmed for 2011
FLP Enhanced Embedded		\$ 198,553	\$198,553	\$198,553	
Skill Enhancement		\$0	\$0	\$0	
Partnerships for Excellence		\$ -	\$ -	\$ -	
<b>TOTAL Other Funding</b>		<b>\$677,773</b>	<b>\$677,773</b>	<b>\$677,773</b>	
<b>TOTAL FUNDING</b>		<b>\$33,077,327</b>	<b>\$30,879,520</b>	<b>\$30,879,520</b>	

### 3.3 Costed Mix of Provision by Funding Category

6013 Otago Polytechnic

GST exclusive

Course Classification Name (existing courses)	Course Classi- fication Code	Funding Category	2008 EFTS Actual Delivery	2008 Amount Actual Delivery	2009 EFTS Actual Delivery	2009 Amount Actual Delivery	Original Plan					
							2011 Plan EFTS	2011 Plan Amount	2012 Plan EFTS	2012 Plan Amount	2013 Plan EFTS	2013 Plan Amount
Agriculture; Horticulture	1	L1	171.7719	\$1,284,701.13	150.5625	\$1,155,383.17	127.0000	\$1,312,926.00	127.0000	\$1,312,926.00	127.0000	\$1,312,926.00
Architecture; Quantity Surveying	2	B1	108.3128	\$720,833.72	95.7349	\$653,805.54	89.0000	\$818,800.00	64.0000	\$588,800.00	41.0000	\$377,200.00
Arts; Advanced Studies for Teachers; Health Therapies; Humanities; Languages; Social Sciences	3	A1	479.8109	\$2,086,857.54	497.6117	\$2,220,896.31	482.0000	\$2,898,748.00	482.0000	\$2,898,748.00	482.0000	\$2,898,748.00
Arts; Advanced Studies for Teachers; Health Therapies; Humanities; Languages; Social Sciences	3	A2	45.5575	\$198,144.75	59.5411	\$265,738.54	70.0000	\$420,980.00	70.0000	\$420,980.00	70.0000	\$420,980.00
Arts; Advanced Studies for Teachers; Health Therapies; Humanities; Languages; Social Sciences	3	A3	1.3215	\$5,747.64	3.3340	\$14,880.01	2.0000	\$12,028.00	2.0000	\$12,028.00	2.0000	\$12,028.00
Business; Accountancy; Office Systems/Secretarial; Management	4	J1	449.9041	\$1,956,782.90	397.2748	\$1,773,081.57	230.0000	\$1,383,220.00	230.0000	\$1,383,220.00	230.0000	\$1,383,220.00
Business; Accountancy; Office Systems/Secretarial; Management	4	J2	93.2335	\$405,503.57	93.4715	\$417,173.69	100.0000	\$601,400.00	100.0000	\$601,400.00	100.0000	\$601,400.00
Computer Science	6	B1	43.2793	\$288,028.55	46.7658	\$319,379.24	48.0000	\$441,600.00	48.0000	\$441,600.00	48.0000	\$441,600.00
Computer Science	6	B2	93.1579	\$619,976.18	120.4933	\$822,888.91	92.0000	\$846,400.00	92.0000	\$846,400.00	92.0000	\$846,400.00
Engineering; Technology	11	C1	157.4056	\$1,259,244.80	140.0274	\$1,149,469.37	164.0000	\$1,813,840.00	139.0000	\$1,537,340.00	114.0000	\$1,260,840.00
Fine Arts; Design	12	B1	90.6976	\$603,602.61	94.2017	\$643,334.81	100.0000	\$920,000.00	100.0000	\$920,000.00	100.0000	\$920,000.00
Fine Arts; Design	12	B2	360.1152	\$2,396,606.67	347.1608	\$2,370,876.82	335.0000	\$3,082,000.00	335.0000	\$3,082,000.00	335.0000	\$3,082,000.00
Fine Arts; Design	12	B3	7.3502	\$48,916.40	5.8760	\$40,129.16	18.0000	\$165,600.00	18.0000	\$165,600.00	18.0000	\$165,600.00
Fine Arts; Design	12	B4	17.4618	\$116,210.22	21.3348	\$145,702.46	15.0000	\$138,000.00	15.0000	\$138,000.00	15.0000	\$138,000.00
Health Related Professions	17	B1	30.2300	\$201,184.01	35.9250	\$245,343.80	19.0000	\$174,800.00	19.0000	\$174,800.00	19.0000	\$174,800.00
Health Related Professions	17	B3	31.1789	\$207,499.04	28.7134	\$196,093.38	20.0000	\$184,000.00	20.0000	\$184,000.00	20.0000	\$184,000.00
Health Related Professions	17	B4	2.4876	\$16,555.25	1.3398	\$9,149.94	6.0000	\$55,200.00	6.0000	\$55,200.00	6.0000	\$55,200.00
Science	18	L1	231.6753	\$1,732,725.31	258.0165	\$1,979,961.28	296.0000	\$3,060,048.00	286.0000	\$2,956,668.00	286.0000	\$2,956,668.00
Science	18	L2	2.1278	\$15,914.05	6.4170	\$49,242.63	11.0000	\$113,718.00	11.0000	\$113,718.00	11.0000	\$113,718.00
Trades 2	22	P1	205.1070	\$1,474,764.91	229.8320	\$1,695,445.13	221.0000	\$2,196,298.00	221.0000	\$2,196,298.00	221.0000	\$2,196,298.00
Nursing	24	L2	258.5656	\$1,933,840.85	262.0382	\$2,010,822.92	283.0000	\$2,925,654.00	283.0000	\$2,925,654.00	283.0000	\$2,925,654.00
Midwifery (3 year)	27	C2	47.3904	\$379,123.20	67.6373	\$555,227.08	200.0000	\$2,212,000.00	250.0000	\$2,765,000.00	250.0000	\$2,765,000.00
Occupational Therapy	28	B2	153.0583	\$1,018,619.99	181.8922	\$1,242,202.46	250.0000	\$2,300,000.00	250.0000	\$2,300,000.00	250.0000	\$2,300,000.00

#### New Courses 2011 - 2013

Course Classification Name (new courses)	Course Classi- fication Code	Funding Category	2008 EFTS Actual Delivery	2008 Amount Actual Delivery	2009 EFTS Actual Delivery	2009 Amount Actual Delivery	2011 Plan EFTS	2011 Plan Amount	2012 Plan EFTS	2012 Plan Amount	2013 Plan EFTS	2013 Plan Amount
Health Related Professions	17	B2					10.0000	\$92,000.00	20.0000	\$184,000.00	20.0000	\$184,000.00
Architecture; Quantity Surveying	2	B1						-	25.0000	\$230,000.00	48.0000	\$441,600.00
Engineering; Technology	11	C1					20.0000	\$221,200.00	45.0000	\$497,700.00	70.0000	\$774,200.00

## Youth Guarantee

**GST exclusive**

[illegible]

### 3.4 Otago Polytechnic by National Qualification Award Level

Levels	Actual			Forecast			Projected			Projected			Projected			
	2009			2010			2011			2012			2013			
	Non MOE	MOE	Total	Non MOE	MOE	Total	Non MOE	MOE	Total	Non MOE	MOE	Total	Non MOE	MOE	Total	
0		45.8	83.9	129.7	30.1	81.0	111.1	30.1	19.0	49.1	30.1	19.0	49.1	30.1	19.0	49.1
1		0.5	9.7	10.2	1.5	25.0	26.5	1.5	15.0	16.5	1.5	15.0	16.5	1.5	15.0	16.5
2		2.7	249.1	251.8	9.1	233.0	242.1	9.1	217.0	226.1	9.1	217.0	226.1	9.1	217.0	226.1
3		11.5	207.1	218.6	56.0	240.0	296.0	54.0	215.0	269.0	54.0	215.0	269.0	54.0	215.0	269.0
4		121.7	758.8	880.5	60.0	705.0	765.0	60.0	700.0	760.0	60.0	700.0	760.0	60.0	700.0	760.0
5		15.3	408.8	424.1	14.7	430.0	444.7	14.7	400.0	414.7	14.7	400.0	414.7	14.7	400.0	414.7
6		6.9	318.3	325.2	7.6	353.0	360.6	7.6	325.0	332.6	7.6	325.0	332.6	7.6	325.0	332.6
7		62.8	1132.6	1195.4	68.0	1265.0	1333.0	68.0	1365.0	1433.0	68.0	1415.0	1483.0	68.0	1415.0	1483.0
8		3	28.5	31.5		46.0	46.0		40.0	40.0		40.0	40.0		40.0	40.0
9		0.2	32.1	32.3	0.3	26.0	26.3	0.3	26.0	26.3	0.3	26.0	26.3	0.3	26.0	26.3
Total		270.4	3228.9	3499.3	247.4	3404.0	3651.4	245.4	3322.0	3567.4	245.4	3372.0	3617.4	245.4	3372.0	3617.4
Less ACE			-84			-81	-81.0		-19	-19.0		-19	-19.0		-19	-19.0
Youth Guarantee					-55		-55.0		-53	-53.0		-53	-53.0		-53	-53.0
Grand Total			3144.9		192.4	3323.0	3515.4	192.4	3303.0	3495.4	192.4	3353.0	3545.4	192.4	3353.0	3545.4
TEC Funded					55	3336		53	3208		53	3258		53	3258	

### 3.5 Otago Polytechnic New Programmes

Course Name	For New Programmes Only		2011 Plan EFTS	2012 Plan EFTS	2013 Plan EFTS
	Course Classification Code	Funding Category			
Bachelor of Architectural Studies	02	C2	-	25	48
Bachelor of Culinary Arts	11	C2	5	25	48
Certificate in International Education Abroad	03	A1	This programme for international students		
Certificate in Information Technology (Level 5)	06	B1	30**	30	30
Certificate in Sustainable Farming (Level 3)	01	L1	10	10	10
Diploma in International Education Abroad	03	A1	This programme for international students		
Diploma in Professional Cookery (Level 5)	22	P1	This programme for international students		
Diploma in Social Services	03 *	A1	16	26	26
Master of Philosophy				5-10****	
NZ Diploma in Engineering	11	C1	80***	160***	

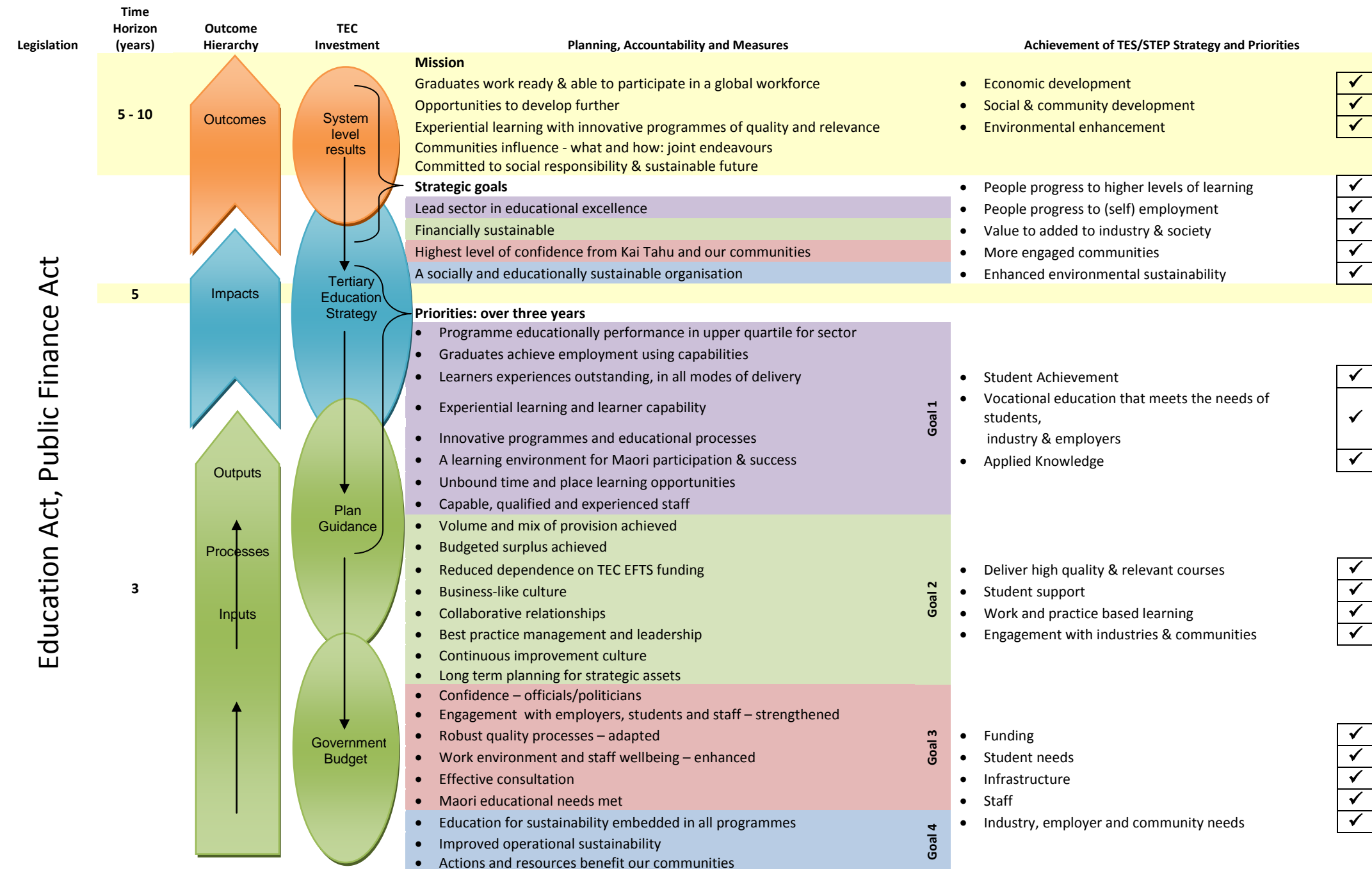
\* Diploma of Social Services is already approved by ITP Quality inside the Bachelor of Social Services but needs separate programme and course codes replacement. Replacement programmes and EFTS.

\*\* Replacement programmes and EFTS

\*\*\* Will replace existing Diploma Engineering (Civil) & (Mechanical)

\*\*\*\* Could be a partnership with another TEO

# APPENDIX ONE: OTAGO POLYTECHNIC PLANNING AND ACCOUNTABILITY FRAMEWORK



## APPENDIX TWO: SAC PERFORMANCE ASSESSMENT COMMITMENTS

### SAC Performance Commitments

Otago Polytechnic

6013

Actual data as at:							
23-Jul-2010	Actual		Forecast	Target			TES relationship
	2008	2009	2010	2011	2012	2013	
Participation							
The proportion of SAC Eligible EFTS enrolled at the TEO who are Māori							Increasing the number of Māori students enjoying success at higher levels
Level 1 to 3	2%	2%	1.5%	2%	2%	2%	
Level 4 and above	6%	7%	5.5%	6%	6%	6%	
The proportion of SAC Eligible EFTS enrolled at the TEO who are Pacific Peoples							Increasing the number of Pacific Peoples students achieving at higher levels
Level 1 to 3	0%	1%	0.5%	0.5%	0.5%	0.5%	
Level 4 and above	2%	3%	2%	2%	2%	2%	
The proportion of SAC Eligible EFTS enrolled at the TEO who are aged under 25							Increasing the number of young people (aged under 25) achieving qualifications at levels 4 and above, particularly degrees
Level 1 to 3	8%	10%	9%	9%	9%	9%	
Level 4 and above	53%	52%	53%	54%	54%	54%	
The number of international EFTS	136.62	160.12	176.13	193.72	213.12	234.43	
Educational Performance							
Measurement of the 4 EPIs is as defined in "Revised educational performance indicators for SAC funded tertiary education organisations" of March 2010							
Successful course completion rate for all students (SAC Eligible EFTS)	75%	74%	73%	75%	78%	80%	Improving the educational and financial performance of providers
Level 1 to 3	59%	61%	61%	65%	72%	75%	
Level 4 and above	79%	78%	77%	78%	79%	80%	
Qualification completion rate for all students (SAC Eligible EFTS)	61%	64%	64%	66%	68%	70%	
Level 1 to 3	27%	25%	23%	35%	40%	45%	
Level 4 and above	69%	73%	72%	73%	74%	75%	
Student retention rate for all students (SAC Eligible EFTS)	46%	47%	47%	48%	49%	50%	Increasing the number of Māori students enjoying success at higher levels
Student progression for students (SAC Eligible EFTS)at levels 1 - 3	31%	24%	26%	28%	29%	30%	
Successful course completion for Māori students (SAC Eligible EFTS)	64%	62%	64%	65%	67%	70%	
Level 1 to 3	55%	48%	49%	52%	65%	70%	
Level 4 and above	68%	68%	68%	70%	75%	80%	
Qualification completion for Māori students (SAC Eligible EFTS)	45%	41%	48%	40%	42%	45%	
Level 1 to 3	26%	22%	22%	30%	35%	40%	Increasing the number of Pacific Peoples students achieving at higher levels
Level 4 and above	57%	50%	51%	55%	60%	65%	
Successful course completion for Pacific Peoples students (SAC Eligible EFTS)	54%	53%	54%	54%	56%	58%	
Level 1 to 3	35%	50%	50%	52%	60%	70%	
Level 4 and above	58%	56%	57%	57%	65%	70%	
Qualification completion for Pacific Peoples students (SAC Eligible EFTS)	39%	42%	48%	40%	41%	42%	
Level 1 to 3	24%	30%	26%	30%	35%	40%	Increasing the number of young people (aged under 25) achieving qualifications at levels 4 and above, particularly degrees
Level 4 and above	47%	47%	50%	55%	60%	70%	
Successful course completion for students (SAC Eligible EFTS) aged under 25	75%	75%	80%	72%	73%	74%	
Level 1 to 3	63%	63%	64%	65%	70%	75%	
Level 4 and above	78%	78%	76%	78%	79%	80%	
Qualification completion for students (SAC Eligible EFTS) aged under 25	55%	58%	53%	54%	56%	58%	
Level 1 to 3	42%	29%	33%	35%	40%	45%	
Level 4 and above	64%	68%	65%	68%	72%	75%	
The proportion of level 1 - 3 courses offered that contain embedded literacy and numeracy	n/a	n/a	51%	63%	80%	100%	# Subject to Funding
The proportion of EFTS assessed as requiring additional literacy and numeracy who are enrolled in level 1 - 3 provision and make literacy and numeracy progress as measured by the Literacy and Numeracy for Adults Assessment Tool	n/a	n/a	Assessed only 80%	Assessed & Progress 60%	Assessed & Progress 60%	Assessed & Progress 60%	Improving literacy, language and numeracy and skills outcomes from levels one to three study
Financial							
TEO risk rating against the Financial Monitoring Framework	High	High	Med	Low	Low	Low	Refer Appendix Three
Your Investment Manager will discuss any commitments from this area with you as relevant to your programme of delivery							
What processes do you have in place to ensure quality teaching and learning?	* REFER SECTION 1.8						Improving the educational and financial performance of providers
How are you showing that your programmes meet the vocational needs of students, industry and employers?	** REFER SECTION 1.3						
Extent of improvements in Attributes as per CAMS Improvement Plan	Have yet to receive feedback against assessment criteria						
How do you know that you have effective engagement with the secondary schools in your area?	*** REFER SECTION 1.3						Increasing the number of young people moving successfully from school into tertiary education